



First Semester Exam (January 2023)

1- In an essay, explain Hedge's characteristics of a 'Self-Directed Learner' (2000).

Hedge's list focuses on 'self-directed learners'. She believes that learners who have good strategies in place and who are autonomous will likely be more successful than learners who depend on the teacher for everything and who blindly follow without trying to process the information and make it their own (Hedge, 2000).

Being 'self-directed' means that the learner is motivated to learn and is willing to do whatever it takes to accomplish the task. Hedge's Characteristics of a 'Self-Directed Learner' (2000, p.76) are as follows:

1. Self-Directed learners know their needs and work productively with the teacher towards achieving their objectives.
2. Self-directed learners know how to use resources independently.
3. Self-directed learners learn both inside and outside the classroom.
4. Self-directed learners adjust their learning strategies as needed.
5. Self-directed learners manage and divide the time in learning properly.
6. Self-directed learners learn with active thinking.
7. Self-directed learners do not think that the teacher is a god who can give them everything.

2- Ryan and Deci's self-determination theory divides motivation into two main categories. Explain these categories in an essay.

It is widely agreed that motivation is a key factor in second language (L2) or foreign language (FL) learning success. People may start learning L2 or FL because of various reasons that may come intrinsically or extrinsically. Many people nowadays enjoy learning L2/FL and try hard to get high level proficiency. Some others learn this not because they want it, but merely because they should do it that way; for example, some students in ESL/EFL contexts learn L2/FL because the educational policies in their countries ask them to do so. It seems that for some people, learning second or foreign languages, to some extent, may be just a matter of choice rather than a necessity, but for some others it becomes an essential action, as there is a lot of benefits that go with that. As the response of people toward language learning is varied, it is interesting to find out the reasons behind that, which then bring to the discussion issues about motivation. Motivation, in broad-spectrum, refers to the effort in which learners put learning into practice as a result of their need or desire to do it. Numbers of hypotheses rise in the literature regarding motivation, and many times, these hypotheses have been offered based on the results obtained in research in very different contexts and different measurements (Masgoret &



Gardner, 2003). Various scholars, such as Gardner and Lambert (1972), Ryan and Deci (2000), Noels et al. (2000), and Dornyei (2005) have offered frameworks in viewing motivation. Ryan and Deci's (1985; 2000) self-determination theory divides motivation into two general types: intrinsic and extrinsic.

This theory has become the most influencing approach (Dornyei, 2005). The self-determination theory determines that intrinsic motivation (IM) is based on the intrinsic interest in an activity, while extrinsic motivation (EM) is based on rewards extrinsic to the activity itself (Ryan & Deci, 2000). According to Noels et al. (2003, p. 34), intrinsic motivation (IM) is "to engage in activity because that activity is enjoyable and satisfying to do," while EM is "actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment." Vallerand and his colleagues as cited in Noels et al. (2003) offered three-part taxonomy of intrinsic motivation: IM-knowledge, IM-accomplishment and IM-stimulation. They explained that IM-knowledge referred to the motivation to do an action for "the feeling associated with exploring new ideas and developing knowledge" while IM-Accomplishment refers to the "sensations related to attempting to master a task or achieve a goal", whereas IM-Stimulation, relates to motivation "based 29 simply on the sensations stimulated by performing the task," like aesthetic appreciation or fun and excitement.

Ryan and Deci (2000) put the external, introjected, identified and integrated regulations as parts of EM. However, in relation to education, there are three types of EM which are based on "to extent to which the self-motivation is self-determined" (Vallerand, 1997; Valerand et al., 1992, 1993 as cited in Noels et al., 2003). The first is called external regulation, i.e., those activities that are determined by sources external to the person, such as tangible benefits or costs. The next is introjected regulation which refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity; moreover, even though the cause of the pressure is internal, it is not self-determined as the individuals were responding to a pressure, "not acting on the basis of personal choice." The third is identified regulation, in which persons invest energy in an activity as they have chosen to do so for personally relevant reasons. Integrated regulation occurs when identified regulations are fully assimilated to the self.